Observations of Daisy

2/20/13- class reading and writing period

10:00- eating snack and talking to peers at her table- enjoys talking to friends

10:10- Gretchen tells Daisy that I’ll be working with her and introduces us. She says her name and sits back down at her table- shy and introverted

10:15- still eating snack with one of her table-mates- not finished snack on time

10:20- not cleaning up snack/done snack- does not want to go outside with the other kids

10:35- cleans up snack, other kids are coming inside from recess- knows free time is over

10:40- sits in the circle on the rug when Gretchen tells the kids to come over- knows that it’s time to start listening to directions

10:50- Raises her hand to choose “read to partner”- likes reading with her friend

10:53- picks out a book, finds a place to sit, and reads- knows the type of book she likes and is not a problematic student

11:15- Cleans up when Gretchen asks everyone to; puts away her materials and sits on the carpet- knows the routine and likes what they are going to do next

Gretchen introduced me to Daisy, as she thought she was a good fit for the case study. Daisy silently shook her head yes and then shook my hand after Gretchen prompted her too. She then showed me her bin book, which contains some of her favorite books, writing samples, a journal, a printing book, and site words. Then, I asked her what her favorite book was. She said, “It’s Not Easy Being a Bunny,” and proceeded to read it to me. My first impression of her was that she was shy, but as we talked a bit, she really opened up about gymnastics, her pets, and just random facts of life! She is a very fluent reader and showed a lot of expression throughout. At the end of every couple of pages, there is a […] and every time there was, she would say, “dun dun dun! Guess what’s next!” When she said any words incorrectly, she would catch herself and correct the word. I asked her what her favorite part of the book was and she said, “it’s when P.J. goes home and plays with his family.”

2/22/13- Whole school reading time

11:00-sitting down with a fifth grader on the carpet in the library- picking a spot away from other students

11:02-*The Magic School Bus and the Electric Field Trip*

11:03- Being read to EEKK by the 5th grader- knows to do this from the “core 5”

11:10- follows her finger as she’s reading- practicing what the words sound like

11:15- asks, “what does this say,” and points to the illustration of the chalk board in the book- curious about what every word on the page says

11:30- says, “hi,” to her friend walking by- getting a little bored because of the length

11:34- starts opening and playing with a book near her

11:37-flips back to a page to show her one of the illustrations of a boy surfing on a book while reading a book- found it funny and wanted to make sure her friend saw it

11:40-bell rings and she immediately put the book away and joins all the kids in a large circle around the library- knows what to do when she hears the bell and follows directions the first time